

International Academy of Flint, Empowering EDucators

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International Academy of Flint DOE Teacher and School Leader Incentive Program

a. Statement of Need: The International Academy of Flint (IAF), a highly-regarded public charter school founded in 1999, operates as a local education agency (LEA) and qualifies as a Title 1A school based on the overall income of its families. IAF provides tuition-free education to 881 elementary, middle, and high school students in Flint, MI, a diverse, low-income community.

IAF is a whole-child, healing-centered school to ensure academic and social-emotional success for its students, staff, families, caregivers, and communities. IAF's educational goals include qualifying every student for entrance into college and/or the workforce, providing a well-rounded education with the goal of everyone respecting the education process, and generating excitement for wellness and a purposeful life.

IAF respectfully requests \$1,379,112 over three years from the Office of Elementary and Secondary Education, Dept. of Education's Teacher and School Leader Incentive Program.

IAF meets Absolute Priority 1 and Absolute Priority 2 and is applying for Competitive Preference Priorities 1 & 2.

Absolute Priority 1 (AP1) - Human Capital Management Systems (HCMS) or Performance-Based Compensation Systems (PBCS) and Career Advancement

Opportunities - IAF proposes Empowering Educators, which will use teacher performance results to inform human capital management decisions related to recruitment, hiring, professional development, co-leaders, promotion, retention, dismissal, and performance-based compensation.

Absolute Priority 2 (AP2) - High-Need Schools - IAF meets the high-needs school priority defined by the DOE as 50% or more of its students are from low-income families based on the number of children eligible for free/reduced lunch under the National School Lunch Program.

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IAF qualifies as a Title 1A school based on the overall income of its families. According to IAF's Data Summary Report (02/08/2023), 85% of IAF students qualify for free/reduced lunch, 96.1% are considered at-risk, 13.2% are enrolled in Special Education classes, 51.4% are female, 48.6% are male, and 3% are homeless.

For the 2021-22 school year, IAF was identified as a Comprehensive Support and Improvement (CSI) school. A CSI school performs in the lowest 5% of all schools in the State or has a graduation rate below 67%.

During school years 2018-2019 and 2019-2020, IAF was identified for Additional Targeted Supports (ATS) due to underperformance with their Students with Disabilities (SWD) subgroup. The school year 2020-2021 saw a marked increase in chronically absent students, and thus IAF could not exit ATS status. Starting in the school year 2022-2023 and for the next three years, IAF is identified for Comprehensive Support and Improvement. This will allow for additional time and support from the State and the Genesee Intermediate School District to focus on improvement for all students, particularly the SWD subgroup.

Table 1 reflects a disparity between income and poverty levels. The median household income is less than half of the state and the US. Flint's poverty rate is more than two and a half times the Michigan rate and more than three times that of the nation.

Table 1: Demographic Comparisons: *(Census, July 1, 2022¹)*

	IAF	Flint	Michigan	United States
Population	(K-12) - 881	80,628	10,037,504	333,287,557
White	3.9%	33.2%	74.2%	59.3%

¹ <https://www.census.gov/quickfacts/fact/table/US,MI,flintcitymichigan/PST045222>

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Black	86.6%	56.7%	14.1%	13.6%
Hispanic	1.2%	4.5%	5.6%	18.9%
Asian	0.1%	0.5%	3.4%	6.1%
American Indian	0.3%	0.5%	0.7%	1.3%
Two or more races	7.8%	6.8%	2.7%	2.9%
Median HH Income	—	\$32,358	\$63,202	\$69,021
Poverty Rate	—	35.5%	13.1%	11.6%

Devastating and Lasting Effects of Lead Exposure on Students: IAF students have had medical and behavioral health issues because of lead in their drinking water. According to the Centers for Disease Control and Prevention², the City of Flint changed its municipal water supply from the Detroit-supplied Lake Huron to the Flint River in April 2014. During this process, lead and other contaminants leached into the water supply due to corrosion in the distribution pipes. It took two and a half years, in October 2016, before Flint residents were warned not to drink tap water. In October 2016, the water was reconnected to the original water system, but the damage to Flint residents was done.

The impact on children includes slow growth and development, IQ loss caused by brain damage, learning disabilities, problems with speech and hearing, behavioral health issues, depression, anxiety, and substance use. According to the CDC findings, 54% of households reported one or more children experienced at least one “more than usual” behavioral health issue, and 22.5% reported having difficulty accessing behavioral health services.

Teacher Retention Data: Information from MI School Data³ shows that retention rates for new hires, especially in high-poverty schools, are lower than for more experienced teachers in the

² https://www.cdc.gov/nceh/casper/pdf-html/flint_water_crisis_pdf.html

³ <https://www.mischooldata.org/michigans-education-staff/>

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same schools. Reasons include low salary, lack of administrative support, and unsatisfactory working conditions. Other issues related to low retention rates in high-poverty schools include:

- Larger class sizes.
- Fewer classroom resources.
- Heavier workloads.
- The parent's inability to support their children and the teachers.

Teacher retention impacts student/teacher ratios. Fewer teachers increase the ratio leading to less one-on-one time with students and increased behavioral disruptions in the classroom. Low retention rates also lead to lower rates of teachers who are appropriately certified and placed. According to ASCD⁴, students suffer a 20% penalty in academic growth each year when placed in a classroom with an under-certified teacher.

This, in addition to the learning loss due to COVID, and the impact of lead in their drinking water, puts IAF students at a more significant disadvantage than their peers in other schools throughout the state and across the country. Based on spring NWEA data from the Central Michigan University Academic Achievement Report, IAF has seen a decrease of 20% in students meeting national norms in math and 17% in reading pre-Covid and post-Covid. 2018-2019: 23% met achievement norms in math & 35% met achievement norms in reading. 2021-2022: <5% met achievement norms in math & 18% met achievement norms in reading.

In addition, growth from fall to spring has also seen a decline from pre-Covid and post-Covid. The average median growth percentile for a year's growth is 50. The median growth percentile for math in 2018-2019 was 47; it dropped to 33 last year. The median growth percentile for reading in 2018-2019 was 49; it dropped to 42 last year.

⁴ <https://www.ascd.org/el/articles/in-harms-way-how-undercertified-teachers-hurt-their-students>

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When possible, many teachers leave high-poverty schools to move to lower-poverty schools, which creates a less stable learning environment for students. Providing professional development, keeping class sizes small, and increasing pay (including incentives) can help to improve teacher retention rates, especially in high-poverty schools.

IAF Teachers Demographics (June 2023)

Number of Teachers	56
White	32
Black	20
Certified	25
Non-Certified	30
Experienced	24
Novice	28

Teacher Retention Rates (All Teachers)		
	IAF	Statewide
Teacher Retention Rates (All Teachers) Five-year average 2016- 2021	71.4%	93%
Newly Hired Retention Rates after Five Years of Employment for All Teachers (Year of Hire 2016-17)	29%	36%
Student/Teacher Ratio	15.6:1	15.8:1
Appropriately Certified and Placed Teachers (2021-22)	59%	93%

Teacher/New Hires Retention Rates by Demographics (2020-21)				
	IAF	IAF New Hires	Statewide	Statewide New Hires
White	79%	57%	77%	63%

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Black	50%	67%	61%	47%
Hispanic	100%	100%	75%	61%
Asian	N/A	N/A	61%	40%
American Indian/Alaska Native	N/A	N/A	78%	50%
Native Hawaiian/Pacific Islander	N/A	N/A	84%	65%
Two or More Races	N/A	N/A	71%	55%

Teacher Retention Rate by School Poverty Status (2020-21)		
	IAF	Statewide
Low Poverty	N/A	82%
Average Poverty	N/A	80%
High Poverty	71%	75%

In March 2023, a report was created by Partner Solutions to compare the average salaries of teachers at IAF with those in nearby public schools. The report revealed that IAF teachers' salaries were consistently lower than their counterparts' salaries at all levels. This disparity in pay is often cited as a reason for teachers leaving their jobs, which can negatively impact the school's ability to retain staff and ultimately affect student academic performance.

	IAF	PS School 1	PS School 2	PS School 3	Atherton Community Schools
Number of Students	890	1569	818	1246	758
Grade Levels	K-12	K-12	PK-12	PK-12	K-12
1st Year Base Salary	\$36,000	\$40,000	\$45,000	\$45,000	\$39,675
1st Teacher Salary	\$37,000	\$43,111	N/A	\$48,125	\$41,805
2-3 Year Teacher Salary	\$43,571	\$43,577	\$47,250	\$48,091	\$45,142

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4-5 Year Teacher Salary	\$42,719	\$45,460	\$49,000	\$50,833	\$49,987
6-7 Year Teacher Salary	\$48,800	\$48,323	\$55,000	\$55,000	\$55,352
8-9 Year Teacher Salary	\$46,133	\$49,558	\$57,056	\$58,643	\$61,270
10+ Year Teacher Salary	\$55,714	\$59,687	\$62,531	\$60,269	\$67,091
Average Salary-All Teachers	\$46,710	\$51,025	\$56,829	\$55,130	\$53,441
Highest Salary	\$64,820	\$81,885	\$77,000	\$75,000	\$71,149
Lowest Salary	\$36,000	\$36,000	\$42,000	\$43,000	\$39,675

b. Quality of Project Design

IAF lags behind the state in teacher retention rates and competitive salaries with nearby schools, all while dealing with a student population living with the consequences of medical and behavioral health issues because of lead in their drinking water. Interventions needed to improve student learning outcomes include a more robust professional development, teacher monitoring/coaching program and funding to implement a performance-based compensation system.

Goal and Objectives

Goal 1: Improve educator effectiveness through HCMS and PBCS.
Objective 1.1: Provide ongoing professional development to 100% of new hires and returning teachers by yearly benchmarks.
Objective 1.2: Implement a performance-based incentive program for 100% of school leaders, teachers, and academic support staff.
Goal 2: Improve teacher retention rates at IAF.
Objective 2.1: Increase salaries through PBCS to create equity with teachers in surrounding public schools.
Objective 2.2: Provide training and mentoring to 100% of teachers.

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Objective 2.3: Implement a Lead Teacher Model to support novice and non-certified teachers.
Goal 3: Improve student academic achievement through through improved educator effectiveness.
Objective 3.1: The number of certified teachers will increase by 5% by the end of the 23-24 school year and by 10% by the end of each school year.

The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes:

IAF follows the Michigan Teacher Evaluation and Educator Effectiveness Guide, updated in September 2021, which provides information regarding teacher performance, evaluations, and state educator effectiveness.

Evaluator Training and Calibration: IAF understands that evaluator training and calibration are crucial to ensure everyone is on the same page. New Deans of Academics are trained to use the teacher evaluation rubric effectively, and School Leadership meets annually to ensure everyone is aligned in their practice. IAF's Executive Director reviews the teacher evaluation ratings before they're finalized to provide additional checks and balances. These practices increase rater reliability and consistency that help drive performance results.

New teachers receive evaluation rubric training, and all teachers receive updates and reminders surrounding the evaluator training process, as needed.

IAF's Teacher Evaluation Process: IAF teachers are annually evaluated by their assigned Dean of Academics using the Teacher Evaluation Rubrics (K-8 and 9-12.) The rubrics and observation protocols were developed using the core tenets from the research-based model created by Doug Lemon, Robert J. Marzano, and Charlotte Danielson, internationally recognized experts in teacher effectiveness and educator evaluation design. The positions assigned in the rubrics are

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General Education Teacher, Specialist Teacher, Special Education Teacher, Content Specific Teacher, and Interventionist.

Conversations occur throughout the year focusing on clear expectations for performance, and the following evaluation is one component of the process to foster continuous development.

- Lesson plan review
- Student assessment data review
- Ongoing classroom observation
- Full lesson observations (at least two per school year)
- Feedback from key stakeholders
- One-on-one coaching conversations around continual improvement
- Professional development goal setting and progress monitoring (including professional development plans and portfolios)
- Performance calibrations
- Annual performance evaluation

The evaluation information informs HCMS and PBCS decisions, including goal setting, professional development, co-leaders, promotion, retention, dismissal, and performance-based compensation.

Competencies: The IAF teacher evaluation tool for K-8 has six competencies, with one additional competency for the high school, Student Perception. The first four competencies are referred to as the Classroom Framework.

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Competencies	Indicators
Classroom Culture	<ul style="list-style-type: none"> • Building Positive Relationships • Physical Environment • Routines and Procedures • Student Behavior and Moral Focus
Planning	<ul style="list-style-type: none"> • Identify and Analyze the Complexity of Standards • Instructional Alignment • Pacing • Differentiated Planning
Teaching	<ul style="list-style-type: none"> • Instructional Rigor • Cognitive Engagement • Use of Time • Personalized Instruction
Assessing	<ul style="list-style-type: none"> • Implementing Assessment Strategy • Analyze Data • Actionable Feedback
Quality of Student Learning	<ul style="list-style-type: none"> • Positive Impact on Student Learning
Student Perception (HS only)	<ul style="list-style-type: none"> • Student Perception
Professional Accountabilities	<ul style="list-style-type: none"> • Dependability • Core Values • Communication • Teamwork

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Performance Ratings: IAF evaluators use the following scale for each indicator:

- (1) Ineffective** - Below expected performance level
- (2) Minimally Effective** - Approaching expected performance level
- (3) Effective** - Meets expected performance level
- (4) Highly Effective** - Model to other staff and share knowledge

The Deans of Academics consider each teacher individually. The teacher evaluation rubric has criterion-referenced progressions of performance expectations. Teachers must fulfill each performance measure in its entirety before progressing to the next level. Once a rating is provided for all indicators, overall evaluation ratings are calculated based on the following:

30% - Classroom Framework (first four competencies)

30% - Professional Accountabilities

40% - Quality of Student Learning (as required by state law)

The following scale determines the overall evaluation rating:

1.00 - 1.49 - Ineffective

1.50 - 2.49 - Minimally Effective

2.50 - 3.49 - Effective

3.50 - 4.00 - Highly Effective

An overall Ineffective or Minimally Effective score does not automatically trigger a formal corrective action during the first year. Instead, the Dean of Academics will design an individual development plan that identifies the best way to address growth opportunities, which may include a formal corrective action if appropriate.

Observations: As part of their responsibilities, the Dean of Academics conducts at least two complete lesson observations annually for each teacher they oversee, regardless of experience. In

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addition, multiple pop-in/informal observations are conducted. The first observation, which measures mid-year progress, is completed by February 1. These observations last at least 30 minutes, and one is unannounced, per state guidelines. During these observations, the Dean looks at various areas, including lesson plans, student engagement, instructional practice, and assessment strategy implementation.

Teachers receive the results and feedback following a pre-scheduled observation within 8-10 days of the initial observation. IAF teachers will work on a development plan within the Interactive Framework tool. The plan is created based on the professional development goals of the Dean of Academics and the teacher and the school improvement plan. The IAF Instructional Coach will be consulted in developing the goals as needed. Goals are identified, and action steps and progress toward those goals are documented within the process.

Training and Mentoring: IAF offers many opportunities for professional development to help its staff grow and succeed. New teachers participate in a Rookie Roundtable in the fall, a successful program that provides them with foundational skills and knowledge. The Dean of Academics and an assigned Instructional Coach provide ongoing coaching and training to new or novice teachers. Additionally, all teachers within their first three years of teaching participate in the Mentoring Program, which gives them a mentor for ongoing support and feedback.

All teachers participate in school-based staff development days and professional learning communities (see table below) throughout the school year. They also work closely with their Dean of Academics to establish professional development goals and receive differentiated coaching, including observations and coaching conversations. These goals are documented and are the basis for ongoing support and growth.

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IAF School-based Professional Development Opportunities and Training Goals within School Improvement *(Still in development, to be finalized by July 2023)*

Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
Improve District and State ELA Assessment Results	Improve District and State Math Assessment Results	Improve Staff Retention	Improve Attendance	Decrease Behavioral Infractions

Fall Workshops - New Staff Only			
Topic	Who	Goal	Purpose
HMH Into Reading	Grade 3-6 Teachers	1	
Eureka Math	All New Teachers	2	
Planbook	All New Teachers	1, 2	
PBIS	All New Teachers	1, 2, 4, 5	
Attendance/Data Entry; Attendance Flow Chart	New Staff	4	Improve school-wide attendance efforts.

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Fall Workshops - All Returning Staff			
Topic	Who	Goal	Purpose
Clever Training	All Teachers	1, 2	Training for teachers and interventionists to provide wrap-around services to expand learning on educational technology apps to empower 21st century skills inside and outside the classroom.
Interactive Whiteboards	All Teachers	1, 2	Training for teachers and interventionists to guide instructors on integrating the interactive whiteboards into daily lessons and actively involve students to increase engagement and learning overall, and gain knowledge on apps for the whiteboards.
Google Classroom	All Teachers	1, 2	Training for teachers and interventionists to strengthen the use of digital classrooms, boost collaboration and engagement between teacher and student and facilitate student communication.

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Instructional Model	All Classroom Teachers, Admin, MTSS Staff, Instructional Coaches	1, 2, 3, 5	
Whole School Perspective: What's My Role in Attendance?	All Staff	4	Improve school-wide attendance efforts.
Intro to Restorative Practices	All Staff	3, 4, 5	
Restorative Practices (Individual departments)	All Staff	1,2	How to use restorative circles.
CINCO and SSRS in Ed Plan			
BIP/Social Work Goals	Social Workers		

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1st Quarter			
Topic	Who	Goal	Purpose
Classroom/Behavior Management Strategies	All Staff (Anyone who works with students)	5	Behavior strategies tied to or aligned with MTSS expectations.
Classroom Instructional Strategies per the Ed Plan	Classroom teachers, paraprofessionals, instructional coaches and building subs	1, 2	Identify instructional strategies from the Ed Plan for implementation during instruction.
After-School PLC	Team	5	

2nd Quarter			
Topic	Who	Goal	Purpose
Additional Classroom/Behavior Management Strategies	All Staff (Anyone who works with students)	5	Behavior strategies tied to or aligned with MTSS expectations.
Additional Classroom Instructional Strategies per the Ed Plan	Classroom teachers and building subs	1, 2	Identify instructional strategies from the Ed Plan for implementation during instruction.
Attendance Check-in	All Staff	4	Attendance updates, data sharing, and celebrations.

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Restorative Practices		1, 2	Building communities and academic circles.
After-School PLC	Team	5	

3rd Quarter			
Topic	Who	Goal	Purpose
Attendance Check-in	All Staff	4	Attendance updates, data sharing, and celebrations.
Restorative Practices	All Staff	5	Affective language
After-School PLC	Team	5	

4th Quarter			
Topic	Who	Goal	Purpose
Attendance Check-in	All Staff	4	Attendance updates, data sharing, and celebrations.
Restorative Practices	All Staff	5	Affective language and data review
After-School PLC	Team	5	

According to Brookings⁵, “evidence on instructional coaching suggests it is more effective than the traditional “workshop” PD model in improving instructional practice.” Instructional coaching is incorporated into the daily activities at the school instead of expecting teachers to attend trainings after-school or during spring and summer breaks. Coaches observe teachers during the school day, provide instant feedback and engage in meaningful discussions in real time. Instructional coaching has also been decreased the discipline-related racial gap and increased equitable treatment among students.

⁵ <https://www.brookings.edu/blog/brown-center-chalkboard/2019/01/25/instructional-coaching-holds-promise-as-a-method-to-improve-teachers-impact/#:~:text=By>

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IAF has identified CT3 as the best training program to meet their professional development needs. CT3 has worked in over 200 districts across the country. CT3's approach builds upon the research-validated No-Nonsense Nurturer® (NNN) method, explicitly designed to develop classroom cultures and instructional experiences with increasing complexity and rigor. Using a cutting-edge coaching model, Real Time Teacher Coaching® (RTTC), CT3 trains new or existing coaches to use strategies that sustain teachers' implementation of best practices through coaching at the point of instruction. CT3 extends this coaching process to school leaders with job-embedded, executive Real Time Leadership Coaching (RTLCL) to build capacity at the school level.

CT3 will provide the following on-site workshops at IAF annually:

- No-Nonsense Nurturer
- No-Nonsense Nurturer-Beyond the Workshop
- Real-Time Teacher Coaching-Orientation
- Real-Time Teacher Coaching-Foundations
- Real-Time Leadership Coaching School & Leadership Appraisal
- Real-Time Leadership Coaching

This includes in-person workshops, participant toolkits, online courses, and Every Student Every Day books.

CT3 will travel to IAF to provide workshops that focus on the following:

- Coaching cycles that include pre- & post-conferencing between the coach and teacher.
- Practicing & role-playing strategies during the pre-conference.
- Immediate, non-disruptive feedback during a lesson.

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- Increasing student engagement & on-task behavior after just one cycle.

Instructional coaches develop a depth of coaching skills that impact teacher performance and provide an elevated level of support. They will be able to address disempowering mindsets and help teachers increase their capacity to challenge and motivate students to be their best.

Teachers who receive coaching from this program can better manage their classrooms, become more confident in their abilities, and learn how to establish a classroom culture that fosters high expectations for all students.

Data following from CT3 states the program's effectiveness:

- 74% reduction in suspensions, Tulsa, OK
- 50% increased graduation rates, Atlanta, GA
- 20% gain in math scores, Dallas, TX
- 97% of schools renew with CT3 each year

Human Capital Management System (HCMS): IAF is expanding its HCMS initiatives to improve teacher retention rates and increase diversity among its staff.

Action	Strategy
Recruitment	IAF will review and strengthen its screening and selection process to identify highly-trained and effective school leaders, teachers, para-professionals, and other school staff. IAF will actively recruit diverse candidates that reflect its student population.

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Hiring	Partner Solutions, which employs IAF staff, offers equal opportunity employment that does not discriminate based on age, gender, race/ethnicity, sexual orientation, gender identity, disability, religion, etc. All new hires will receive evaluation rubric training, the Rookie Roundtable and Mentoring programs, individualized coaching/training, and ongoing PD.
Professional Development	IAF provides ongoing PD and will provide Real Time Teacher Coaching from CT3.
Promotion	IAF will use Michigan Teacher Evaluation and Educator Effectiveness Guide ratings to identify teachers to promote within the school.
Co-Leaders	The ratings of the Michigan Teacher Evaluation and Educator Effectiveness Guide also help identify teachers to serve as Lead Teachers to support novice and non-certified teachers.
Appropriately Certified and Placed Teachers	IAF will make every effort to ensure that students are placed in classrooms with appropriately certified teachers, and reduce out-of-field teacher placements. IAF provides 100% teacher reimbursement to assist with costs related to certification. Teachers need to sign a Teacher Reimbursement Agreement where they agree to three years of service in exchange for the repayment.

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Retention	IAF provides several initiatives to keep its teachers. Through this funding opportunity, they will expand their efforts to improve retention rates, including additional PD, PBCS, and strengthen current recruitment and hiring procedures.
Performance-Based Compensation	IAF has developed its PBCS based on the unique needs of its students. PBCS will help to provide equity related to IAF salaries compared to surrounding public schools.
Dismissal	The State of Michigan mandates the termination of a teacher who receives an Ineffective rating for three consecutive years. IAF will provide every resource at their disposal to help teachers improve their rating to avoid dismissal.

Proposed Performance-Based Compensation System (PBCS): Improving teacher salaries based on performance will help to improve retention rates and student academic outcomes. IAF has developed the following PBCS based on the unique needs of its students.

To be eligible to receive Empowering EDucators PBCS funds, staff members must also meet or exceed expectations on evaluations as it relates to:

- 1) Demonstrate support of IAF's mission to prepare students for success in college or career, inspire students to respect learning, and lead purposeful lives.
- 2) Demonstrate support of IAF's Standards surrounding the whole village/whole child vision by developing strong interpersonal relationships, communication, cohesiveness, and belongingness

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between students, teachers, and staff. Attending school events after school hours are essential ingredients that catalyze healthy development and learning critical for overall success.

3) Community Involvement - IAF hosts several community and school-wide events such as the Phoenix Fair, Family Math Games, Reading and Book Fairs, Black History Program, Attendance Celebrations for Students and Families, Family Sneaker Balls.

4) Learning and Development - IAF will clearly define expectations related to what is required to receive incentive pay, including improvements in student attendance and academic achievement (see IAF Performance-Based Compensation System table below.)

IAF Performance-Based Compensation System				
Performance Targets	Teachers/ Other Professionals (57 positions)	Principals & Curriculum Directors (9 positions)	Instructional Support Staff (18 positions)	All Other Support Personnel (41 positions)
Academic Performance Targets				
Met Student Growth Objectives Fall to Spring per class - NWEA Reading	\$300	\$150	\$150	—
Met Student Growth Objectives Fall to Spring per class - NWEA Math	\$300	\$150	\$150	—

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Met Grade Level MEAN RIT Achievement Norms - NWEA Reading	\$500	\$250	\$250	—
Met Grade Level MEAN RIT Achievement Norms - NWEA Math	\$500	\$250	\$250	—
Increase State ELA Assessment Data by 5% from the previous year	\$1,000	\$500	\$500	—
Increase State Math Assessment Data by 5% from the previous year	\$1,000	\$500	\$500	—
Student Performance Targets				
Student attendance rate of 90% or higher, per each class taught or HR per quarter	\$250	—	—	\$50
Student attendance rate of 95% or higher, per each class taught or HR per quarter	\$500	—	—	—
Decrease morning tardies school-wide by 15% per quarter	\$100	\$100	\$100	—

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Decrease early dismissal school-wide by 15% per quarter	\$100	\$100	\$100	—
Teacher Performance Targets				
Teacher Attendance: Absent 2 or less days per working day calendar	\$750	—	—	—
Teacher Attendance: Absent 3 or 4 days per working day calendar	\$500	—	—	—
Measures of Educator's Effectiveness - Effective and Highly Effective rating	\$300	—	—	—
Academic Coach or Lead Teacher	\$1000	\$1000	\$1000	—
Assisting/Attending with at least 5 identified Community Outreach and After-school events	\$250	\$250		—
New Teacher Mentor	\$250	\$250	\$250	—
Lead for Professional Development/PLCs/ Committee Lead	\$200	\$200	\$200	\$200

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Teacher/Professional involvement in leadership roles/committees (School Improvement, PBIS, Fundraising, Climate/Culture Committee)	Lead - \$500 Member - \$250	Lead - \$500 Member - \$250	Lead - \$500 Member - \$250	Lead - \$500 Member - \$250
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c. Quality of Management Plan:

The plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks: IAF has years of experience administering federal, state, and local government and foundation grant programs. IAF provides high-quality education to K-12 students, programs, and services that benefit families and the community. For years, IAF has been a cornerstone in the Flint community leading with strong partners and extended learning, both after school and in the summer.

The following staff have extensive experience in education and will implement and maintain the Empowering EDucators to meet the project goals: **(see Appendix B: Resumes of Key Personnel)**

██████████ **Executive Director.** As Project Director, ██████████ will oversee and guide the Teacher and School Leader Incentive Program. ██████████ has extensive experience with charter schools and educational leadership, including curriculum development and implementation. ██████████ holds a Bachelor's Degree in Elementary Education from Simpson

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College and a Master's Degree in Education from Central Michigan University, emphasizing Charter School Leadership and Urban Education.

██████████ will oversee and manage project implementation, provide overall leadership and guidance and ensure that all project activities are carried out on- time, as specified, and within the outlined budget.

██████████, **Director of Student Services & School Operations, K-12** - ██████████ will serve as the Assistant Project Director, oversee and manage project implementation, provide overall leadership and guidance, and ensure that all project activities are carried out on time, as specified, and within the outlined budget.

██████████, **Dean of Academics, Gr. 9-12**, Dr. ██████████ **Dean of Academics, Gr. 6-8**, ██████████, **Dean of Academics, Gr. 3-5**, ██████████, **Dean of Academics, Gr. K-2**, ██████████, **Special Education Director, K-12**, ██████████, ██████████, **ELA Curriculum Director, K-12** - The Deans of Academics will provide teacher observations, coaching, mentoring, and evaluations.

██████████, **Special Education Director, K-12** - ██████████ will provide all special education programs' leadership, management, supervision, evaluation, coordination, and direction.

██████████, **ELA Curriculum Director, K-12** - ██████████ will serve in a consultative capacity and will ensure continuous improvement and excellence in curriculum, administration, instruction, and educator development.

██████████, **Director of Finance**. ██████████ will provide fiscal oversight, assist in preparing budgets, review and approve financial reports and ensure overall fiscal accountability and

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transparency.

Project Timeline: The clearly defined activities, milestones, responsibilities, and timelines for accomplishing project tasks.

Empowering EDucators Timeline (October 2023 - September 2026)			
Activity	Milestone	Responsible Party	Timeline
Finalize contract with an Independent Evaluator	Contract is signed	Project Director	Within two weeks of award
Finalize current PD Opportunities, Training Goals, and HCMS strategies; update recruitment and hiring policies.	Copies of policies are ready to be distributed to staff. Updated recruitment and hiring policies are implemented.	Project Director, ELA Curriculum Director	By Dec 15, 2023
Provide clear expectations to staff related to the PBCS.	All staff have a copy of incentive policy.	Project Director, ELA Curriculum Director	By Dec 15, 2023
Implement PBCS school-wide	All staff is working toward achieving PBCS goals.	All IAF eligible for PBCS	Jan 2024
Fall Workshops for New Staff Only	All new staff are trained.	Project Director, ELA Curriculum Director	Oct-Nov 23', 24', 25'

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Fall Workshops for All Returning Staff Only	All returning staff are trained.	Project Director, ELA Curriculum Director	Oct-Nov 23', 24', 25'
Additional Staff Training	All staff, including anyone who works with students are trained.	Project Director, ELA Curriculum Director	Ongoing
Implement CT3 Training Program	CT3 begins on-site workshops	Project Director, ELA Curriculum Director, CT3	Jan 2024
Track and report on data related to PD opportunities, incentives earned, changes in student attendance and academic achievement	Reports are completed	Project Director, ELA Curriculum Director, External Evaluator	Quarterly, end-of-year, and end of grant cycle

Project Evaluation: IAF has identified a qualified and professional independent evaluation partner and data collection specialist to manage and facilitate the proposed evaluation scope of work for the Teacher and School Leader Incentive Program grant. The contract with the independent Evaluator will be signed within two weeks of receiving the award.

The independent Evaluator will work closely with the Executive Director/Project Director, [REDACTED], and administration to track progress and troubleshoot implementation gaps, ensuring that the goals and objectives of the grant are always adequately met. All data collection will be accessed internally under the direction of the Director of Finance, [REDACTED], gathered from intake and participation information and other data associated with the grant.

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The project evaluation will include a comprehensive framework to ensure an accurate and objective evaluation of the progress toward achieving the stated goals and objectives. The Program Director and Project Manager, with the assistance of the Evaluator, will develop and implement a framework to provide ongoing feedback and assessment through formative and summative qualitative and quantitative evaluation measures. The evaluation plan will provide accurate and updated data for reporting purposes of baseline data, what was accomplished, and what needs to be adjusted to achieve the program's goals and objectives.

Performance Measures: The following performance measures will be collected:

- The number of teachers attending trainings.
- The number of teachers who earned Performance-Based Compensation.
- The number of school leaders who earned Performance-Based Compensation.
- Changes in teacher performance ratings.
- Increased number of teachers who are appropriately certified and placed.
- The number of promotions as a result of project activities.
- Increased hiring of diverse teachers and staff.
- Increased educator salaries due to Performance-Based Compensation compared to surrounding public schools.
- Teacher retention rates year to year.
- Changes in student academic achievement and attendance.

Process for Measuring Project Performance: All performance measures will align with DOE's performance measurements. Project performance data will be gathered monthly on all trainings and programs. The Evaluator will provide analytic data files to review additional items,

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questions, or issues. Data will be collected on program activities. Standard surveys or questionnaires may be administered at the beginning, at six months, 12 months (if applicable).

The Evaluator will develop and finalize an evaluation plan to ensure the evaluation meets the targeted goals and objectives with the intended outcomes. As appropriate, measurable indicators will be assigned to all processes, outcomes, performance objectives, and milestones. Quarterly reports will also report on data collection and implementation/results gaps. Consistent data collection processes will occur throughout the program on an ongoing and systematic basis.

d. Adequacy of Resources

The likelihood that the proposed project will result in system change or improvement: IAF will implement Empowering EDucators to provide substantial professional development, mentoring, and performance-based incentives to school leaders and teachers. IAF already offers ongoing training and mentoring for teachers and staff. Teacher and School Leader funding will allow IAF to expand and enhance its training efforts to address the unique needs of its students. This funding is a long-term investment that will impact the future of IAF students. High teacher turnover rates and uncertified, inappropriately placed teachers in the classroom contribute to learning loss in students.

The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population: Being a teacher right now is more challenging than ever due to the lasting impacts of learning loss, increased behavioral issues from COVID, and the attacks on the profession by people trying to score political points. Teachers deserve to feel respected and supported while earning a living wage. Expanding and enhancing its training and mentoring opportunities and PSCS will help recruit teachers, including diverse individuals that reflect the student population. IAF's current needs

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include a more robust training program and an increase in teacher salaries to be competitive when recruiting new and diverse teachers, leading to long-term systemic improvements in student academic achievement.

The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success: IAF, founded in 1999, operates as a local education agency (LEA) and collaborates with many community partners, providing services, resources, and support to students and families. IAF has long-term relationships with nonprofits, faith-based organizations, institutions of higher education, and local law enforcement agencies. IAF implements needs-based programs, including healthcare, mental health services, social-emotional learning, safety, physical education, academic enrichment, personal growth, mindfulness, etc.

IAF, working with its Board of Directors, will develop a long-term sustainability plan for the additional professional development proposed in this narrative in Year 1 that will be implemented beginning in Year 2 and ongoing. The PBCS is a priority for the Board and IAF Leadership team and part of its annual strategic planning.

The Board will form a steering committee to identify a financial model for sustaining proposed activities beyond the grant period. The Board of Directors will agree on specific funding goals annually, with input from the Executive Director, and will inform the committee of the funding goals. The committee will be integral in developing longevity strategies and a sustainability plan to address personnel and expenses, leadership, funding, and evaluation.

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IAF will embed performance-based compensation into its general operating budget. IAF aims to retain staff through resources spent training and recruiting new staff each year throughout the grant cycle. Some of those resources will shift to the performance-based compensation plan.

Other plans to sustain the program beyond the grant period include ***Title V*** - federal funds that can effectively target programs and activities to address local communities' unique needs.

Title II - funds supplemental activities to strengthen the quality and effectiveness of school leaders, principals, and teachers.

IAF has other options for funding, including Federal, State, and local government and foundation grants, corporate sponsorships, and fundraising events like galas and golf tournaments. Annual fund campaigns are also a great way to attract new supporters to the school. In addition, the Friends of IAF program is a strategic approach to help IAF to identify, nurture, and ask for donations from potential donor partners who can make significant contributions.

Empowering EDucators 3-Year Operation Plan

Year 1 (2023-24) - Finalize current PD Opportunities, Training Goals, and HCMS strategies; update recruitment and hiring policies; contract with additional PD partner and External Evaluator. Implement a baseline survey for all staff. Identify lead teachers and lead coaches for novice and new staff. Establish annual after-school and extracurricular activities for the team to attend. Implement PBCS for all teachers and school leaders; develop a sustainability plan.

Year 2 (2024-25) - Adjust all trainings and policies related to teacher retention efforts, including PD and Training Goals and the PBCS and HCMS strategies; begin implementing sustainability efforts. Implement a year two survey to gauge input from all stakeholders.

Year 3 (2025-26) - Continue and refine, as needed, all trainings and policies related to teacher

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retention efforts, including PD and Training Goals and the PBCS and HCMS strategies. Identify and apply for grant funding for the expansion and continuation of the project. Circulate the final survey as it pertains to the program.

Other IAF long-term partners that provide training to teachers and staff beyond the professional development opportunities listed in this proposal include:

Crim Fitness Foundation Mindfulness Department - Adverse Childhood Experiences (ACEs) staff training.

Genesee County Sheriff's Office - ALICE (Alert, Lockdown, Inform, Counter, Evacuate)

Training for the School Resource Officer, who will then provide ALICE and domestic violence presentations to students and families.

Genesee Intermediate School District - Restorative Practices Training.

IAF is seeking a new partner to provide this training - Mental Health First Responder Training.

IAF has the full support of its authorizer, Central Michigan University. IAF does not have a teacher union.

Competitive Preference Priority 1 (CPP1) - Promoting Equity in Student Access to Educational Resources and Opportunities - The International Academy of Flint (IAF) is a Public School Academy (charter school) operating as an independent district. It receives funding under section 1114(b) of the ESEA. IAF proposes to increase the number of fully certified and appropriately placed teachers while working to improve retention rates in its high-needs elementary, middle, and high schools.

IAF serves 881 students:

- Elementary School - 501

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- Middle School - 238
- High School - 142

IAF will expand upon its professional development program by contracting with CT3, Professional Development, and Teacher Coaching. CT3 will provide 8-10 Real Time Teacher Coaching (RTTC) on-site workshops during Year One of the grant cycle. (Will the training be a yearly event?)

IAF teachers receive lower salaries than their counterparts in neighboring public schools. IAF will implement a Performance-Based Compensation System to help provide equity regarding teacher pay.

IAF will fully compensate teachers for costs related to certifications if they sign an agreement to work at the school for a minimum of three years. The goal is to provide students with a high-quality education taught by appropriately placed teachers.

Students need to be taught by teachers from similar cultural and racial backgrounds. This is why valuing diversity is a critical success factor for all Partner Solutions, IAF's employer, programs, and values and supports diversity within the staff, families, and the community. Partner Solutions employees must demonstrate the ability to promote the acceptance of peoples' differences. It is also a necessary part of service delivery for all staff to be culturally aware and to competently provide services in a way that is adaptive to the respective needs and experiences that our customers/Academies represent.

IAF collaborates with community members and school staff to refer quality candidates that mirror its student population. IAF feels that internally their staff have a greater understanding of the skills needed to work with their students and address their unique needs.

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Partner Solutions/IAF seeks, employs, promotes, and compensates qualified individuals based on ability, as demonstrated by performance, without regard to race, color, religion, national origin, ancestry, sex, sexual orientation, gender expression, gender identity, age, physical or mental disability, genetic information, pregnancy, childbirth or related medical condition, military or veteran status, or any other protected status under federal, state (in Michigan: marital status, familial status, height, weight, and misdemeanor arrest record), or local law (individually and collectively, “Protected Class”)